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RAY LYMAN WILBUR, Secretary
OFFICE OF EDUCATION
WILLIAM JOHN COOPER, Commissioner

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SPECIAL SCHOOLS AND CLASSES
IN CITIES OF 10,000 POPULATION AND MORE
IN THE UNITED STATES

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., June, 1930.

SIR: The present American philosophy of education proclaims equality of opportunity for every child. This requires a study of the inherent capacities of children and the consideration of the opportunities for service in a highly complex industrialized society. Were it necessary to provide special curricula and methods of teaching for each individual, schooling would be beyond the means of all except the very wealthy. Fortunately school administrators have been able to carry on instruction of the great majority of children in rather large groups. This machinery, however, works to the disadvantage of those who are in some way handicapped. In the larger cities it has been found possible and expedient to bring children having similar handicaps together in groups. This office is now engaged upon studying the success not only of the types of curriculum and methods of teaching devised but the administrative plans used to reduce the per capita cost of educating the handicapped.

The number of school systems which provide these special schools and classes is increasing in number. The demand upon this office for data concerning the extent of such organization is constant. This manuscript presents data concerning the number of such schools and classes, the number of pupils enrolled in each, and the number of teachers and other employees required to conduct such schools and classes.

Respectfully submitted.

Wm. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR

SPECIAL SCHOOLS AND CLASSES IN CITIES OF 10,000 POPULATION AND MORE IN THE UNITED STATES

Introduction

This study was made to determine the extent to which special classes for children who are deviates from the normal—physically, socially, and mentally—had been established in cities of 10,000 and more throughout the United States. According to the 1920 census, there were 762 cities with a population of more than 10,000. Of these 762 cities, replies were received from 736, or 96.6 per cent.

Despite the fact that some of these data are more than two years old, they probably represent the most complete report available on the extent to which special classes have been organized in the United States. Undoubtedly very few cities which had classes organized at the time this report was made have now eliminated them. It is likewise probable that only a few cities which had failed to organize such classes two years ago have since organized such classes. A recent check in several cities shows that no additional types have been organized, that no types have been eliminated, and that only slight changes have been made in pupil enrollment and in staff personnel.

Definition of special education.—Special education as defined in this report refers to the education of those children who for various reasons can not be taught properly in regular school classes—public, private, or parochial. Specifically, this report deals with parental and open-air schools; disciplinary, industrial, and trade classes; with classes for children who are blind, deaf, hard of hearing, crippled, gifted, sub-normal, overage, ungraded, epileptic, non-English-speaking, sub-normal and overage, and overage and ungraded, as well as with classes for children with defects in vision or speech.

The need.—American educators like to think that American education is providing at least an equal opportunity to all young Americans to develop to the maximum the abilities they may have. The idea that such equality of opportunity actually exists, however, is being gradually dissipated. Children are not given the same amount of schooling either in the number of years required or in the length of the school year; in spite of free schools, the cost to the parents is still sufficient to make the school attendance of children a financial burden to parents and the child's schooling is, as a result, often ended prema-

turely; our school program of studies is, for the most part, keyed to the ability of academically minded children, and such curricula do not provide equal opportunity to develop diverse abilities; furthermore, children who are handicapped physically, mentally, and morally, have been provided for very inadequately.

Many of the physically-handicapped children have been exempt from school attendance, and many of those in attendance can not profit by ordinary instruction. Children morally handicapped—the truants and delinquents—have too frequently been given but little encouragement to overcome their handicaps. Harsh treatment and prison methods have too often been their lot. The public schools have been only too eager to relinquish their responsibility for such children and their schooling has been meager.

Relation of section of country to completeness of report.—Reports were received from 96.6 per cent of all cities in the United States having a population of more than 10,000. Table 1 shows how different sections in the United States responded to the inquiry. The eastern section was defined so as to include New York, Pennsylvania, New Jersey, Delaware, and Maryland, as well as all the New England States. The southern section was defined so as to include Virginia, Kentucky, Arkansas, Oklahoma, and Texas, as well as those States always included as Southern. The north-central section was defined so as to include Ohio, West Virginia, Missouri, Kansas, Nebraska, and the Dakotas, as well as all other States usually included in that grouping. The western section was defined as all the remaining States to the west of the three sections just defined.

TABLE 1.—*Extent to which cities reported on the organization of special classes*

Section of the United States	Cities of more than 10,000 population ¹	Cities reporting	Cities not reporting	Per cent of cities reporting
Eastern (11 States).....	309	296	13	95.8
Southern (13 States).....	136	131	5	96.3
North Central (13 States).....	254	249	5	98.0
Western (11 States).....	63	60	3	95.2
Total, United States.....	762	736	26	96.6

¹ This is according to the 1920 Federal census.

The extent to which special classes have been organized in different sections of the country is indicated in Table 2.

TABLE 2.—*Extent to which various types of special classes have been organized*

ERRATUM

Table 2.—Column headed "Number of classes organized" should read "No classes organized."

Total, United States.....	{	180 24.5	218 29.6	232 31.5	65 8.8	31 4.2	10 1.4	736
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¹ The lower number in each case indicates percentage.

The Parental School

The parental school is organized for children; it houses them on a 24-hour-a-day basis; and it assumes a parental control over them—that is, it takes the entire responsibility for supervising their school and nonschool activities. The children live either in a central dormitory or in small cottages. A building is usually provided where the children study and recite. The school is usually located in the country or upon a plot of ground large enough for gardening or even farming.

The children who are admitted to the parental school are usually truants or delinquents. According to the definition used in this study, the parental school is a school that "receives children who can not be otherwise controlled or forced to attend school. They (the children) live at the parental school on a 24-hour-a-day basis until released."

The parental school is only one of several types of institutions for caring for the truant and the delinquent. The disciplinary school or the disciplinary class is found in many cities; the industrial school is found in many States. Truants and delinquents in the day schools were given no special attention until about 1825, when a number of States began to provide specifically for the juvenile of criminalistic tendencies. The locality largely ignored its responsibility until near the beginning of the twentieth century, although a few cities established schools for delinquents and truants as early as 1854.

The parental school is usually located on a farm, houses the children in cottages, provides regular schooling, emphasizes home life, attempts

SPECIAL SCHOOLS AND CLASSES

to build up new social attitudes, and gives the children industrial or home-keeping training. Cities reporting such schools are as follows:

TABLE 3.—*Parental schools for truants and delinquents*

Location	Special schools			Special classes			Total	Individuals connected with special schools and classes						
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes		Teachers	Other persons	Full-time	Part-time	Full-time	Part-time	Total number of individuals
1	2	3	4	5	6	7	8	9	10	11	12	13	13	
Birmingham, Ala.	1	2	130			2	136	2				4		6
Little Rock, Ark.	1	1	13			1	13	1						1
Fresno, Calif.	1	10	30			10	30	2						2
Do. 1.	1	8	30			8	30	2		3		5		5
Los Angeles, Calif.				7	300	7	300	7		2				9
Oakland, Calif. ⁴				1	60	1	60	1						1
Santa Ana, Calif. ⁴	1	10	28			10	28	2		2				4
San Bernardino, Calif.	1	2	35	7	145	9	180	2	1	3	1			7
San Diego, Calif.	1	1	16			1	16	1						1
San Francisco, Calif.	1	9	112			9	112	7	1	1	1			10
Savannah, Ga. ⁷				1	20	1	20	1						1
Chicago, Ill.	2	15	682			15	682	15		21				36
New Orleans, La.	1	3	70			3	70	3		1				4
Baltimore, Md.	2	4	90			4	90	4		10				14
Detroit, Mich.	1	1	21			1	21	1	3	2				6
Minneapolis, Minn.				3	43	3	43	3		3				3
St. Paul, Minn. ⁸	2	6	33			6	33	2		6				8
St. Louis, Mo.	3	14	267			14	267	14		2				16
Buffalo, N. Y. ¹⁰				1	387	1	387	1						2
New York, N. Y.				10	180	10	180	10	10	11				10
Do.	1	11	419			11	419	19	1	60	2			1182
Watertown, N. Y. ¹¹	1	1	42			1	42	1						1
Morristown, N. J.	1	1	21			1	21	1						1
Cincinnati, Ohio ¹²	2	4	87			4	87	4						14
Cleveland, Ohio ¹³	2													
Harrisburg, Pa. ¹⁴	1	2	29			2	29	1						1
Philadelphia, Pa.	1	2	35			2	35	2		7				9
Seattle, Wash.	2	7	184			7	184	7		14				21
Spokane, Wash.	1	8	28			8	28	1		4				5
Tacoma, Wash.	2	2	35			2	35	2		6				8
Total	33	124	2,443	30	1,135	154	3,578	116	10	143	9			278

¹ 71 white, 65 negro; average attendance is 26.7 white, 10.9 negro.

² Does not include those employed by the juvenile court, such as judge, probation officer, and janitor.

³ Held in detention home.

⁴ Held in the county detention home—juvenile hall.

⁵ Held in the detention home. Average per month is 60.

⁶ This school is a county institution, but it is under the supervision of the city superintendent of schools.

⁷ Juvenile detention home teacher is employed by the board of education. Rarely more than 20 pupils are enrolled at one time.

⁸ Bethany Home.

⁹ Under county jurisdiction.

¹⁰ School is in connection with the detention home.

¹¹ These classes are for pupils sent temporarily to the S. P. C. C. rooms by the courts until the cases against parents or guardians are disposed of.

¹² The 60+2 other persons include principal, assistant principal, and clerks, 4; 41 caretakers; 5 cooks; 5 farm hands; 5 laundrymen; 1 doctor 4 days weekly; 1 dentist 1 day weekly.

¹³ School for truant boys called the Jefferson Farm School.

¹⁴ Glenview Opportunity School for Boys. Hillcrest Opportunity School for Girls.

¹⁵ Does not include college masters and mistresses.

¹⁶ No data received. They have a school for girls and one for boys.

¹⁷ "There is an arrangement in this county with county commissioners by which the county maintains the home and we pay the teacher and furnish all books and supplies. We are then given the privilege of sending our discipline cases to this school."

The following cities reported too late for inclusion in the foregoing tables: Tampa, Fla.; Laurel, Miss.; Laconia, N. H.; Enid, Okla.; and Ranger, Tex.

The Disciplinary School or Class

The disciplinary school or class is a day school or class caring for truant and delinquent children. Disciplinary cases in Pueblo, Colo., are cared for in classes for ungraded and subnormal and are reported under ungraded. Cities reporting disciplinary schools and classes are as follows:

TABLE 4.—*Schools and classes for truants and delinquents*

Location	Special schools			Special classes			Total	Individuals connected with special schools and classes						
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes		Teachers	Other persons	Full-time	Part-time	Full-time	Part-time	Total number of individuals
1	2	3	4	5	6	7	8	9	10	11	12	13		
Berkeley, Calif.				1	31	1	31	1						1
Los Angeles, Calif.	5	23	450	3	45	26	495	23		3				26
Pasadena, Calif.	2	2	105			2	105	2	1		5			8
San Francisco, Calif.	1	5	87			5	87	8	2		1			11
New Haven, Conn.				1	25	1	25	2						2
Atlanta, Ga.	1	4	57			4	57	4			1			5
Chicago, Ill.				15	382	15	382	15						15
Joliet, Ill.				1	25	1	25	1						1
Gary, Ind.				2	50	2	50	1						1
Louisville, Ky.				4	88	4	88	6						6
Baltimore, Md.				4	58	4	58	4						4
Boston, Mass.	1	5	71			5	71	5						5
Braintree, Mass.				6	150	6	150	3						3
Brockton, Mass.				1	19	1	19	1						1
Chelsea, Mass.				1	11	1	11	1						1
Detroit, Mich.	1	7	146	7	212	14	358	15	3	1				19
Hamtramck, Mich.				1	25	1	25	1						1
Kalamazoo, Mich.				1	14	1	14	1						1
Long Beach, Calif.	1	8	122			8	122	9			1			10
St. Paul, Minn.				1	25	1	25	1						1
East Orange, N. J.				1	17	1	17	1						1
Elizabeth, N. J.				1	21	1	21	1						1
Jersey City, N. J.				1	29	1	29	1						1
Long Branch, N. J.				1	20	1	20	1						1
Montclair, N. J.				1	14	1	14	1			1			2
Newark, N. J.	3	7	149			7	149	10	1	3				14
Paterson, N. J.				1	16	1	16	1	2					3
Buffalo, N. Y.				2	47	2	47	2	2	2				4
New York, N. Y.	2	43	673			43	673	52		6				58
Charlotte, N. C.				3	61	3	61	3						3
Cincinnati, Ohio	1	4	74			4	74	3		1				4
Cleveland, Ohio	3	36	788			36	788	38		2				38
Columbus, Ohio	1	15	300			15	300	16		2				18
Youngstown, Ohio				1	35	1	35	1						2
Oklahoma City, Okla.	1	4	61			4	61	4		4				4
Chester, Pa. ¹				2	36	2	36	2						2
Philadelphia, Pa.	1	18	374	15	309	33	683	33						33
Providence, R. I.				8	101	8	101	8						8
Memphis, Tenn.	1	2	25			2	25	2						2
Richmond, Va.				2	84	2	84	2						2
Bluefield, W. Va.	1	3	30			3	30	1	3					4
Total	26	186	3,512	88	1,950	274	8,402	285	15	18	9			327

¹ Elementary and junior high boys who are discipline cases or who will profit from an industrial course rather than academic instruction are cared for. Enrollment is largely in industrial courses.

² "A moral social restoration class for boys (1 white, 1 colored) recruited from grades 4 and 5. Hand work is emphasized."

³ 1 colored, 1 white.

⁴ Average enrollment.

The following cities reported too late for inclusion in the foregoing table: Laurel, Miss.; New Rochelle, N. Y.; Gastonia, N. C.; Central Falls, R. I.; and Ranger, Tex.

Schools and Classes for Subnormal Children

The class for subnormal children is defined in this study as a class which "includes children who are so mentally retarded that they are unable to profit by the regular school program." The instructions accompanying the inquiry sheets specifically stated that the slow groups in a 3-track system were not to be reported as special classes for subnormal children. Any attempt to aid children of low mentality by taking them from the regular classes, assembling them in a small group, and giving them a curriculum fitted to their ability was to be reported as a special class for subnormals. Specific limits for admission were not set in this survey since the desire was to secure a report from all cities that attempted any special adjustment of work for pupils of low mentality.

The cities which reported schools and classes for subnormal children are as follows:

TABLE 5.—*Schools and classes for the subnormal*

Location	Special schools			Special classes			Total		Individuals connected with special schools and classes			
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes	Number of pupils	Teachers		Other persons		Total number of individuals
								Full-time	Part-time	Full-time	Part-time	
1	2	3	4	5	6	7	8	9	10	11	12	13
Arizona:												
Phoenix												
California:												
Alhambra				1	8	1	8	1				1
Berkeley				1	18	1	18	1				1
Long Beach				9	144	9	144	9				9
Los Angeles				6	167	6	167	8	14			23
Oakland				10	40	1,149	48	973	88	2,122	144	1
Pasadena								28	450	28	14	28
Do								15	76	5	6	43
Sacramento								4	66	4	66	25
San Bernardino				1	1	17		1	17	2		2
Do				1	6	120		6	120	5	3	9
San Diego								1	13	12	1	16
San Francisco				1	13	1	13	1				1
San Jose				1	570	42	645	43	1	3		47
Santa Cruz				3	50	3	50	3				3
Santa Monica				1	15	1	15	1			2	3
Colorado:												
Colorado Springs				1	1	15		1	15	1		1
Denver								20	439	20		20
Connecticut:												
Bridgeport								20	301	20	301	22
East Hartford								2	25	2	25	2
Greenwich								2	27	2	27	4
Hartford				1	5	78		9	141	14	219	6
Meriden				1	2	27		2	27	2	27	12

¹ The ungraded are included in these classes.

² This is called an "opportunity" group.

³ Overage and ungraded children are included in these subnormal groups.

⁴ This is a class for older subnormal boys and girls who have failed because of lack of trained teachers.

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TABLE 5.—*Schools and classes for the subnormal*—Continued

Location	Special schools			Special classes			Total			Individuals connected with special schools and classes				
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes	Number of pupils	Teachers	Other persons	Full-time	Part-time	Full-time	Part-time	Total number of individuals
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Connecticut—Contd.														
New Britain				3	45	3	45	3						
New Haven	2	14	281	9	172	23	453	26						3
New London	1	5	86			5	86	5			1			26
Norwalk				2	35	2	35	2						5
Norwich				1	13	1	13	1						2
Stamford				6	90	6	90	6						1
Torrington				2	33	2	33	2						6
District of Columbia:														
Washington				24	349	24	349	24			5			29
Florida:														
Key West				2	41	2	41	2						2
Georgia:														
Atlanta				27	386	27	386	27			2			29
Columbus				3	75	3	75	3						3
Illinois:														
Bellville	1	4	67			4	67	4						4
Bloomington	1	2	25			2	25	2						2
Chicago				162	3,247	162	3,247	162						162
Cicero				6	68	6	68	6						6
Decatur				1	25	1	25	1						1
La Salle	1	2	21			2	21	1	1	1	1			3
Moline				1	20	1	20	1						1
Oak Park				1	15	1	15	1						1
Rockford				5	101	5	101	5						5
Rock Island				2	31	2	31	2						2
Streator				1	15	1	15	1						1
Indiana:														
Crawfordsville				1	9	1	9	1						1
Fort Wayne				10	163	10	163	10						10
Gary				6	150	6	150	2	2	2				4
La Porte				2	29	2	29	2	2	5				7
Michigan City				1	12	1	12	1						1
Muncie				1	19	1	19	1						1
South Bend				1	19	1	19	1	1	1				2
Terre Haute				6	90	6	90	6						6
Iowa:														
Burlington				7		7								
Davenport	2	6	125			6	125	6		1				7
Des Moines	1	4	68			4	68	4			1			5
Dubuque				7	95	7	95	8						8
Fort Dodge				1	16	1	16	1						1
Marshalltown				1	13	1	13	1						1
Mason City	1	2	30	2	40	4	70	4	1					1
Ottumwa				2	43	2	43	2						5
Sioux City	1	3	46	1	15	4	60	4						2
Waterloo	1	2	30			2	30	2						2
Kansas:														
Arkansas City				2	30	2	30	2	1					2
Lawrence				1	15	1	15	1						5
Pittsburg				3	81	3	81	3						1
Salina				2	30	2	30	2						3
Wichita				2	36	2	36	2						2
Kentucky:														
Ashland				5	90	5	90	5						5
Louisville				14	238	14	238	14						14
Paducah				2	40	2	40	2						3
Louisiana:														
New Orleans	2	5	70	8	120	13	190	12	1	9	14			36
Maine:														
Portland	1	2	36			2	36	2		1				3
Maryland:														
Baltimore				74	1,109	74	1,109	74						74
Cumberland				3	60	3	60	3	2					5

¹ The teacher of this class, in addition to the regularly enrolled pupils, has 1 to 5 pupils who come to him for special help in subjects in which they are retarded. These adjusted cases are returned to the regular classrooms after short periods of help.

² The superintendent states that he is not able to compute the enrollment.

³ This includes 10 children who are classified as ungraded but not subnormal.

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TABLE 5.—*Schools and classes for the subnormal—Continued*

Location	Special schools			Special classes			Total	Individuals connected with special schools and classes						
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes		Teachers	Other persons	Total number of individuals				
								Full-time	Part-time					
1	2	3	4	5	6	7	8	9	10	11	12	13		
Massachusetts:														
Arlington				5	65	5	65	5	1				6	
Attleboro				1	15	1	15	1					1	
Belmont				2	19	2	19	2					2	
Beverly	1	3	41			3	41	3					3	
Brockton				3	45	3	45	3					3	
Brookline (town)				2	29	2	29	2					2	
Chelsea				3	50	3	50	3					3	
Danvers				1	15	1	15	1					1	
Easthampton				1	14	1	14	1	2				3	
Everett				6	78	6	78	6	1	6			13	
Fall River	2	10	171	13	192	23	363	23					23	
Fitchburg	1	1	13	1	16	2	29	3					3	
Framingham				1	16	1	16	1					1	
Gloucester	1	2	29			2	29	2	4				6	
Haverhill				2	36	2	36	2					2	
Holyoke				3	38	3	38	3					3	
Lawrence	1	6	83			6	83	6					6	
Leominster				1	12	1	12	1					1	
Lynn				1	8	1	8	1					1	
Do.	1	7	105			7	105	7					7	
Malden				3	44	3	44	3					3	
Marlboro				1	17	1	17	1					1	
Medford				7	102	7	102						7	
Methuen				1	16	1	16	1					1	
Natick				1	16	1	16	1					1	
New Bedford				9	131	9	131	9		1	10		20	
Newton	1	3	43	1	14	4	57	4		1	1		5	
Northampton				2	26	2	26	1	2				3	
Northbridge				2	30	2	30	2					2	
Norwood				2	25	2	25	2					1	
Plymouth				2	32	2	32	2					2	
Quincy				2	32	2	32	2					2	
Revere				5	112	5	112	5	4				9	
Taunton				5	76	5	76	5					5	
Wakefield				3	46	3	46	3					3	
Waltham	2	5	75			5	75	5					5	
Watertown				3	52	3	52	3					3	
Webster				1	16	1	16	1					1	
Winchester				2	32	2	32	2					2	
Worcester				23	408	23	408	24	15				39	
Michigan:														
Battle Creek				4	76	4	76	4					4	
Bay City				8	178	8	178	8	1				9	
Calumet				1	14	1	14	1					1	
Detroit ¹¹	2	10	256	56	1,376	66	1,631	65	11				76	
Do. ¹¹				72	1,629	72	1,629	71	6				77	
Flint				15	310	15	310	15		1			16	
Grand Rapids	1	4	44			4	44	4					7	
Hamtramck	4	4	95			4	95	4					4	
Holland				1	22	1	22	1					1	
Jackson				12	230	12	230	12					12	
Kalamazoo				9	145	9	145	9					10	
Lansing	1	2	35	8	164	10	199	11					11	
Monroe				2	40	2	40	2					2	
Muskegon				3	43	3	43	3					3	
Pontiac				2	44	2	44	2					2	
Port Huron	1	1	20	2	50	3	70	3					5	
Saginaw				7	97	7	97	7					14	
Minnesota:				18	21	1	21	1					1	
Duluth				21	356	21	356	21					21	
Do.				3	38	3	38	3					3	

¹ Plus the principal.¹¹ These children are feeble-minded.¹² These are teachers of cooking, sewing, and manual training.¹³ Special B; children of ages 13½ to 17 are included.¹⁴ Special A; children of ages 6 to 13 only are included.¹⁵ This is a special training class (I. Q. below 80) and contains institutional cases.¹⁶ Enrollment for the year is 356. Enrollment at one time would never be more than 15 pupils to a teacher or 315 in all subnormal classes.

TABLE 5.—*Schools and classes for the subnormal—Continued*

Location	Special schools			Special classes		Total		Individuals connected with special schools and classes						
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes	Number of pupils	Teachers	Other persons	Full-time	Part-time	Full-time	Part-time	Total number of individuals
1	2	3	4	5	6	7	8	9	10	11	12	13		
Minnesota—Continued.														
Hibbing	1	2	30	1	20	3	50	3						3
Mankato	1	3	45			3	45	3						3
Minneapolis				11	15	1	15	1						1
Do.				47	705	47	705	47					3	50
Rochester	1	5	88			5	88	5						5
St. Cloud				2	30	2	30	2						2
St. Paul				11	12	1	12	1						1
Do.	3	17	323	15	245	32	568	33		14	3			50
Virginia				3	44	3	44	3						3
Missouri:														
St. Joseph				3	65	3	65	3						3
St. Louis	13	43	648			43	648	43		14	1			58
Springfield	1	2	31			2	31	2						2
Montana:														
Butte				2	30	2	30	2						2
Nebraska:														
Lincoln				5	85	5	85	5					1	6
Ornaha				8	153	8	153	8						8
New Hampshire:														
Berlin				2	25	2	25	2						2
Nashua				2	67	2	67	2						2
Portsmouth				2	32	2	32	2						2
New Jersey:														
Asbury Park				1	9	1	9	1						1
Bayonne	1	7	105			7	105	7						7
Bloomfield	1	5	75	1	15	6	90	6						7
Camden	1	2	24	8	120	10	144	10						11
East Orange	1	4	39			4	39	4						4
Elizabeth				4	61	4	61	4						8
Englewood				2	30	2	30	2						2
Hackensack				5	75	5	75	5						5
Hoboken				7	78	7	78	7						8
Jersey City				14	216	14	216	14						15
Kearny				2	31	2	31	2						2
Long Branch				2	30	2	30	2						2
Montclair				9	107	9	107	9					4	13
Morristown	1	1	15			1	15	1						1
Newark	5	33	540	9	147	42	687	42		9	10			61
New Brunswick					4	60	4	60						4
Orange	1	4	59			4	59	4						9
Passaic	1	6	95	2	31	8	126	8						8
Paterson				15	240	15	240	15						16
Perth Amboy				2	38	2	38	2						2
Phillipsburg				1	15	1	15	1						1
Plainfield	1	6	90			6	90	6						6
Rahway				1	15	1	15	1					1	2
Trenton				20	288	20	288	20	4	1				25
Union City				2	30	2	30	2						2
Weehawken				11	14	1	14	1						1
West New York				2	32	2	32	2						2
New York:														
Albany				14	284	14	284	22		2	28			52
Auburn				4	53	4	53	4						4
Batavia	1	2	31			2	31	2						4
Buffalo	6	60	1,307	40	717	100	2,024	100	200		14			304
Cohoes				1	15	1	15	1						1
Courtland				1	15	1	15	1						1
Dunkirk				3	42	3	42	3						3
Elmira				6	92	6	92	6						6
Geneva				2	28	2	28	2						2
Glenna Falls				2	18	2	18	2						2
Gloversville				3	45	3	45	3						3
Hornell				1	16	1	16	1						1
Hudson				2	81	2	81	2						2
Ionia				1	15	1	15	1						1

" These children have a double handicap, since they are both subnormal and crippled.

" This class is composed of low-grade children who are subnormal with I. Q.'s under 50.

" This class is in a separate building adjacent to the regular school.

" Cooks.

SPECIAL SCHOOLS AND CLASSES

TABLE 5.—*Schools and classes for the subnormal—Continued*

Location	Special schools			Special classes		Total		Individuals connected with special schools and classes					
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes	Number of pupils	Teachers		Other persons		Total number of individuals	
								Full-time	Part-time	Full-time	Part-time		
1	2	3	4	5	6	7	8	9	10	11	12	13	
New York—Continued.													
Jamestown	1	3	45	2	30	5	75	5				5	
Kingston				1	15	1	15	1				1	
Lackawanna				1	15	1	15	1				1	
Lockport				2	30	2	30	2				2	
Mount Vernon				7	114	7	114	7				7	
Newburgh				1	18	1	18	1	4			5	
New York				366	6,951	366	6,951	366	17			383	
Niagara Falls				4	60	4	60	4		3		7	
North Tonawanda				1	16	1	16	1				1	
Ogdensburg				1	15	1	15	1				1	
Olean				2	40	2	40	2				2	
Oneida				1	15	1	15	1				1	
Oneonta				1	18	1	18	1				1	
Ossining				1	12	1	12	1				1	
Plattsburgh				1	18	1	18	1				1	
Port Jervis	1	2	30	1	18	3	48	3				1	
Poughkeepsie				6	109	6	100	6				3	
Rensselaer				1	12	1	12	1				1	
Rome				2	36	2	36	2				2	
Saratoga Springs				1	20	1	20	1				1	
Schenectady	2	21	317			21	317	27	1	5	1	34	
Lansingburg	1	2	38			2	38	2				2	
Utica				3	57	3	57	3				3	
White Plains	1	3	15			3	15	3	2			5	
North Carolina:													
Asheville				1	16	1	16	1				1	
Charlotte				20	24	1	24	1				1	
Charlotte				9	178	9	178	9				9	
Durham				1	20	1	20	1				1	
Winston				12	208	12	208	12			1	13	
North Dakota:													
Fargo				4	48	4	48	4				4	
Ohio:													
Cambridge				1	11	1	11	1				1	
Campbell				2	28	2	28	2				2	
Cincinnati	1	16	279	23	516	39	795	17				40	
Cleveland	20	63	1,684	9	261	72	1,945	72				72	
Do				89	1,540	89	1,540	89				96	
Dayton	1	2	31	3	53	5	84	5				5	
East Cleveland	1	2	28			2	26	2				2	
Elyria				1	20	1	20	1				1	
Findlay				2	35	2	35	2				2	
Fremont				1	29	1	29	1			1	2	
Hamilton				1	4	1	4	1				1	
Ironton				1	11	1	11	1				1	
Lakewood				6	84	6	84	6	2		1	9	
Lima				5	79	5	79	5				5	
Mansfield				4	87	4	87	4				4	
Marietta				1	21	1	21	1				1	
Marion				1	18	1	18	1				1	
Piqua				2	34	2	34	2				2	
Springfield				4	73	4	73	4				4	
Warren				7	134	7	134	7				7	
Youngstown				30	531	30	531	30		5	11	46	
Oklahoma:													
Bartlesville				2	40	2	40	2				2	
Oklahoma City	20			477	20	477	20	477	20			20	

¹⁰ The 15 other persons include 1 supervisor, 4 assistants, 2 medical inspectors, 2 psychologists, 3 visiting teachers, and 3 field positions.

¹¹ This class is composed of institutional cases; it includes children who are so mentally retarded that they are unable to read at all, after being in the first grade for 2 or 3 years. Our State institution was filled to overflowing, so this class was organized to care for these institutional cases.

¹² These classes are called "Border-line opportunity."

¹³ Includes overage, ungraded and subnormal. The majority of the pupils in our special classes are subnormal. Overage pupils are sometimes placed in these groups for individual instruction until they are able to go back into regular classroom work.

TABLE 5.—*Schools and classes for the subnormal—Continued*

Location	Special schools			Special classes			Total	Individuals connected with special schools and classes					
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes		Teachers	Other persons		Total number of individuals		
								Full-time	Part-time	Full-time	Part-time		
	1	2	3	4	5	6	7	8	9	10	11	12	13
Oklahoma—Continued.													
Oklmulgee				31	20	1	20	1				1	
Do.				5	101	5	101	5				5	
Tulsa	1	2	40			2	40	2				2	
Oregon:													
Portland	1	4	57	23	374	27	431	27		3		30	
Pennsylvania:													
Ambridge				1	16	1	16	1				1	
Bethlehem				4	51	4	51	4				4	
Chester ²¹				1	18	1	18	1				1	
Clairton				1	12	1	12	1				1	
Coatsville				1	15	1	15	1				1	
Dunmore				1	7	1	7	1				1	
Easton				7	113	7	113	7	2			9	
Erie				15	257	15	257	15	10		2	27	
Harrisburg	1	2	23	4	92	6	115	6				6	
Hazleton				1	20	1	20	1				1	
Johnstown				5	57	5	57	5				5	
Lancaster	1	5	83			5	83	6				6	
New Castle				1	18	1	18	1				1	
Philadelphia	21	130	2,612	157	3,091	287	5,703	287				287	
Pittsburgh				23	341	23	341	23				23	
Pottstown				1	12	1	12	1	3			4	
Reading				4	71	4	71	4		15		19	
Scranton	1	3	52			3	52	3		1		4	
Uniontown				1	15	1	15	1				1	
Wilkes-Barre				2	46	2	46	2				2	
Wilkinsburg				1	15	1	15	1				1	
Williamsport				2	32	2	82	2				2	
Woodlawn				1	16	1	16	1				1	
York				5	81	5	81	5		3		8	
Rhode Island:													
Cranston	1	2	39			2	39	2				2	
Newport				26	1	1	16	1				1	
Providence				27		27		27	3			30	
South Carolina:													
Charleston				4	62	4	62	4				4	
Columbia				4	39	4	39	4				4	
Spartanburg				3	46	3	46	3				3	
South Dakota:													
Aberdeen	1	3	47			3	47	1	4			5	
Tennessee:													
Memphis	1	6	110	3	45	9	155	9	1	1		11	
Texas:													
Amarillo				2	60	2	60	2				4	
Beaumont				2	25	2	25	2				2	
Dallas				6	85	6	85	6				6	
Fort Worth ²²				1	16	1	16	1				1	
Houston				1	30	1	30	1				1	
Marshall				22	51	2	51	2				2	
Vermont:													
Burlington				2	32	2	32	2			3	5	
Rutland				1	12	1	12	1				1	
Virginia:													
Lynchburg				2	30	2	30	2				2	
Newport News				1	21	1	21	1				1	
Petersburg				3	78	3	78	3			1	4	
Portsmouth				2	33	2	33	2				2	
Richmond				1	25	1	25	1				1	
Do.	1	3	59	9	182	12	241	12				12	

²¹ Our average subnormal trade groups are being prepared for trades through shop classes, and work in down-town shops.

²² Recruited from grades 1 and 2—low grade; many of these who are of the institution type have been sent to the Elwyn (Pa.) Training School and to Pine Hurst since the organization of this class over 15 years ago.

²³ Includes average and ungraded.

²⁴ These children who were reported deficient by their regular teachers, were examined and sent to the so-called progress room. Session is from 9 to 2 o'clock, with luncheon at 12 o'clock. One-half of their work is book study; the remainder is manual work.

²⁵ Includes ungraded.

²⁶ 1 in algebra; 1 in English. These are classes in high school.

SPECIAL SCHOOLS AND CLASSES

TABLE 5.—*Schools and classes for the subnormal—Continued*

Location	Special schools				Special classes			Total	Individuals connected with special schools and classes					
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes	Number of pupils		Teachers		Other persons		Total number of individuals	
									Full-time	Part-time	Full-time	Part-time		
1	2	3	4	5	6	7	8	9	10	11	12	13		
Washington:														
Aberdeen	1	2	27			2	27	2					2	
Everett		5	79			5	79	5					5	
Seattle	3	19	314	20	392	39	706	38	4	5			47	
Spokane	1	12	81	9	29	21	110	6		1			7	
Tacoma				3	51	3	51	3					3	
Vancouver				1	17	1	17	1					1	
Yakima ²²	10	3	110		18		110	6	11	4			10	
West Virginia:														
Charleston				3	60	3	60	3					3	
Moundsville				1	25	1	25	1					1	
Wheeling				7	110	7	110	7					7	
Wisconsin:														
Appleton	1	5	26			5	26	2					3	
Beloit				1	18	1	18	1					1	
Eau Claire	1	6	33			6	33	2					2	
Fond du Lac				4	60	4	60	4					4	
Green Bay				2	25	2	25	2					2	
Kenosha	2	4	60			4	60	3		1			4	
Madison				5	75	5	75	5	3				1	
Manitowoc				3	49	3	49	3					3	
Marinette				2	32	2	32	2					2	
Milwaukee				6	135	6	135	6					6	
Oshkosh	1	3	54			3	54	3					4	
Racine	1	4	59			4	59	4		1			5	
Sheboygan	1	3	44			3	44	3					3	
Superior				4	54	4	54	4					4	
Waukesha				1	18	1	18	1					1	
Wausau		2		2	34	2	34	2					2	
West Allis		4	73	4		73	4	4					4	
Wyoming:														
Casper				6	85	6	85	6		1			7	
Grand total	146	732	13,494	2,343	41,660	3,075	55,154	3,065	352	182	218		3,817	

²² 1 principal supervises the work in all 3 buildings.²³ 2 rooms at each building with 3 classes in each room.²⁴ Supervisors of art, music, physical training, and 1 teacher in domestic science and sewing.

Cities reporting too late for inclusion above were: Richmond, Calif.; Waterbury and Bristol, Conn.; Jacksonville, St. Petersburg, and Tampa, Fla.; Elgin and Maywood, Ill.; Bloomington, Evansville, and Hammond, Ind.; Atchison and Fort Scott, Kans.; Sanford, Me.; Melrose and Salem, Mass.; Austin and Winona, Minn.; Sedalia, Mo.; Atlantic City and Irvington, N. J.; Amsterdam, Beacon, Binghamton, New Rochelle, and Oswego, N. Y.; Anderson, Gastonia, and Goldsboro, N. C.; Tiffin, Ohio; Enid, Okla.; Beaver Falls and Phoenixville, Pa.; Central Falls, R. I.; Knoxville, Tenn.; Ranger, Tex.; Ogden, Utah; Morgantown, W. Va.; Janesville, Wis.

Trade Schools and Classes for Deviates

Trade schools were described in the instructions which accompanied the inquiry sheet, as those "for children of secondary grade for instruction in the fundamentals underlying the practice of the more common

trades and occupations for both sexes." With this understanding trade schools and classes of secondary grade were not to be reported when the school or class covered a course of study which was a part of the regular school curricula and when the school or class was organized for any and all pupils just as the "academic," the "commercial," and the "scientific" courses are organized. *Only when the schools and classes are especially organized to care for those children who are deriates, were these schools and classes to be reported.*

The small number of trade schools and classes reported in the following pages can therefore be easily explained. It is quite possible that some of the schools and classes which are reported in this chapter should not have been reported, due to the fact that the one reporting did not note the above limitation to the definition of trade schools and classes. Cities reporting trade schools and classes are as follows:

TABLE 6.—*Trade schools and classes*

Location	Number of schools [1]	Special schools		Special classes		Total [8]	Individuals connected with special schools and classes						
		Number of classes [2]	Number of pupils [3]	Number of classes [5]	Number of pupils [6]		Number of classes [7]	Number of pupils [8]	Teachers [9]	Other persons [10]	Full-time [11]	Part-time [12]	Total number of individuals [13]
Bessemer, Ala.				4	60	4	60	4					4
Tucson, Ariz.				4	45	4	45						4
Long Beach, Calif. ¹				1	28	1	28						1
Los Angeles, Calif. ¹													
Oakland, Calif.	1	41	645			41	645	41		3			44
Sacramento, Calif.	1	9	253			9	253	6					6
San Jose, Calif.	1	15	180			15	180	12	3	3			18
Santa Barbara, Calif.				4	63	4	63	4					4
Santa Cruz, Calif.				5	73	5	73	3					3
Santa Monica, Calif.				6	36	6	36	1					4
New Haven, Conn.	1	22	192			22	192	22					22
Pensacola, Fla.	1	15	222			15	222		9				9
Athens, Ga.	1	8	260	2	25	10	285	8					8
Brunswick, Ga.				3	27	3	27	1	3				4
Rockford, Ill.				2	50	2	50	2					2
Gary, Ind.				4	80	4	80	3					3
South Bend, Ind.	1	6	180			6	180	3	7	1			11
Do. ⁴	1	8	169			8	169	8			1		9
Boone, Iowa													
Davenport, Iowa				1	27	1	27		1				1
Sioux City, Iowa				4	101	4	101	4					4
Chanute, Kans.	1	26	498			26	498	6					6
Louisville, Ky.	1	35	822			35	822	35					35
Beverly, Mass.	1	6	54			6	54		6				6
Boston, Mass.	2	65	949			65	949	65					65
Haverhill, Mass.				5	80	5	80	5					5
Holyoke, Mass.	1	7	173			7	173	11		3			6
Newton, Mass.	1	7	220			7	220	16	2				14
Quincy, Mass.	1	12	196			12	196	14			1		18
Do. ⁴	1	4	43			4	43	5	2				7
Somerville, Mass. ⁵				2	80	2	80	2					2
Southbridge, Mass.	1	9	98			9	98	5	1	3			9
Weymouth, Mass.	1	10	96			10	96	4	0	2			15
Grand Rapids, Mich. ⁶													

¹ Commercial. Evening.² Frank Wiggins Trade School.³ Prevocational.⁴ We have some teachers who devote a part of each day to pupils who are slow or behind in their work because of sickness; the rest of the day these pupils are in regular classes.⁵ Home making.⁶ Prevocational.⁷ Not reported.

SPECIAL SCHOOLS AND CLASSES

TABLE 6.—*Trade schools and classes—Continued*

Location	Special schools				Special classes				Total				Individuals connected with special schools and classes				
	Number of schools	Number of classes	Number of pupils	Teachers		Other persons		Full-time	Part-time	Full-time	Part-time						
										3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Kalamazoo, Mich.	1	13	32			13	32	1	5			1	7				
Pontiac, Mich.				1	12	1	12			2		2			2		
Minneapolis, Minn.	2	57	978			57	978	2	16			2	20				
Do. ⁴				1	16	1	16			1		1					
St. Paul, Minn.	1	21	320			21	320	21									28
Meridian, Miss. ⁵	1	19	328			19	328	11									11
St. Joseph, Mo.	1	22	397			22	397	22									22
Springfield, Mo.	1	2	32			2	32			2		2					2
Lincoln, Nebr.				4	56	4	56	1	3			4					4
Bayonne, N. J.				15	384	15	384	15									15
Elizabeth, N. J.	2	10	224			10	224	10				4	14				
Jersey City, N. J.				38	980	38	980	35	2	1	3	3	41				
Paterson, N. J. ¹⁰				8	59	8	59	3	15				18				
Do. ¹¹				1	21	1	21	1		1		4	5				
Do.	1	11	264			11	264	11		1		1	12				
Albuquerque, N. Mex.				5	60	5	60			5			5				
New York, N. Y.	4 ¹²	201	4,234			201	4,234	198		13	24		222				
Niagara Falls, N. Y.				6	105	6	105	6	1		2	9					
Akron, Ohio	1	3	36			3	36	3					3				
Cincinnati, Ohio				1,445		1,445								77			
Cleveland, Ohio	2	21	1,285			21	1,285	27			3		30				
Columbus, Ohio	2	35	660			35	650	35			2		37				
Coshocton, Ohio	1	10	145			10	145	2					2				
Dayton, Ohio	1	2	63			2	63	2	4				6				
Do. ¹⁴	2	4	91			4	91	5					5				
Findlay, Ohio				1	20	1	20						1				
Mansfield, Ohio				3	66	3	66	3					3				
Springfield, Ohio				1	21	1	21	1					1				
Oklahoma, Okla.				1	15	1	15	1					1				
Portland, Oreg.	12	93	1,928			93	1,928	93					93				
Bethlehem, Pa.	1	8	136			8	136	8		2			10				
Harrisburg, Pa.	1	4	116			4	116	5					5				
Pittsburgh, Pa. ¹⁵				510		510		30					30				
Providence, R. I.	1	23	322			23	322	24					24				
Do. ¹⁶	4	10	329	2	42	12	371	30					30				
Johnson City, Tenn.				3	22	3	22	1					1				
Austin, Tex.				6	94	6	94	3			1		4				
El Paso, Tex.	1	19	463			19	463	21	1				22				
Houston, Tex.				1	30	1	30	1					1				
Barre, Vt.	1	3	25			3	25	1	6				7				
Norfolk, Va.				17	1	26	1	26					5				
Richmond, Va. ¹⁷				1	41	1	41	1					1				
Clarkburg, W. Va. ¹⁸				2	30	2	30	2					1				
Wheeling, W. Va.				1	80	1	80	6					6				
Appleton, Wis. ¹⁹	1	13	309			13	309	13	1	2			16				
Beloit, Wis.				3	110	3	110	3					3				
Eau Claire, Wis. ²⁰	1	10	140			10	140	4	1	2	1		8				
Kenosha, Wis. ²¹				500		500											
Manitowoc, Wis.	1	75	540			75	540	15					17				
Milwaukee, Wis.	3	105	2,394			105	2,394	103					107				
Do. ²²	3	27	979			27	979	29	3	3	12	47					
Grand total	62	1,126	22,010	152	5,470	1,278	27,480	1,179	121	69	32	1,401					

⁴ Housework. Classes are for adults.⁵ Vocational night school.¹⁰ Agricultural class.¹¹ Cooperative apprenticeship.¹² There are no classes as such but there are 201 teaching positions allowed for the 4 schools.¹³ 1 director is not included in the "other persons"; most of his time, however, is devoted to the supervision of these classes. He also supervises other shop classes in the regular schools.¹⁴ Prevocational.¹⁵ These are 2 large trade schools on the same basis as high school.¹⁶ Prevocational.¹⁷ Printing, auto mechanics, electricity, and machine shop.¹⁸ Retail selling.¹⁹ Vocational school.²⁰ Approximately; this is aside from a night school of several hundred pupils.²¹ Includes 3 principals.²² 3 doctors, part time; 3 nurses; 3 welfare officers; and 3 janitors.

Cities reporting too late for inclusion in the foregoing table are: Vallejo, Calif.; St. Petersburg and Tampa, Fla.; Hammond, Ind.; Atchison, Kans.; Sanford, Me.; Westfield, Mass.; Laurel, Miss.; Atlantic City, N. J.; Amsterdam and New Rochelle, N. Y.; Enid and Muskogee, Okla.; Beaver Falls and Braddock, Pa.; Central Falls and Valley Falls, R. I.; Chattanooga, Tenn., and Ranger, Tex.

Industrial Schools and Classes for Elementary Pupils

It should be understood that this table does not show all of the cities giving work of an industrial nature as a part of the regular public day-school program. The definition of what was to be reported as industrial schools and classes as given in the pamphlet of instructions which accompanied the inquiry sheet used in gathering these data limited these schools and classes to industrial work of an elementary-school character.

The definition states that industrial schools and classes are "for children of the upper elementary grades who are academically poorly prepared and who expect to go into a trade high school or who wish some knowledge of the trades before leaving school at the close of the compulsory school period." Cities reporting industrial schools and classes are as follows:

TABLE 7.—*Industrial schools and classes*

Location	Special schools			Special classes			Total			Individuals connected with special schools and classes					
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes	Number of pupils	Teachers	Other persons	Full-time	Part-time	Full-time	Part-time	Total number of individuals	
1	2	3	4	5	6	7	8	9	10	11	12	13			
Bessemer, Ala.				12	480	12	480	2							2
Los Angeles, Calif. ¹				2	46	2	46	1	6						7
San Francisco, Calif.				3	65	3	65	1							4
Santa Monica, Calif.				1	28	1	28	1	2						3
Greeley, Calif.				47	163	4	163		4						1
Streator, Ill.	1	2	47												4
Marshalltown, Iowa				1	28	1	28								5
Waterloo, Iowa	1	6	69		18	6	69	5							18
Wichita, Kans.				18	482	18	482								9
Paducah, Ky.				3	35	3	35	3	3						2
Arlington, Mass.				2	37	2	37	2	2						2
Boston, Mass.				418	7,188	418	7,188	19	149						174
Everett, Mass.				35	663	35	663	17	30						56
Quincy, Mass.				2	41	2	41	2	2						2
Calumet, Mich.	1	9	128			9	128	4							4
Jackson, Mich.				7	154	7	154	3	1						4
Pontiac, Mich.	1	9	167		9	167	3	1							4

¹ Industrial work is given in connection with the regular high-school curriculum.

² Class meets 2 hours per day for 2 weeks. The cooperative marketing class has 27 enrolled and meets daily for 2 weeks, 2 hours per day. The foremanship class had 12 meetings, 1½ hours in length, and had 20 enrolled.

³ These are Smith-Hughes classes. Two are in carpentry, and 1 is in electric wiring and repair. We also have 1 class in home making for colored girls, preparing them for service in homes.

⁴ This report includes in addition to those described in the explanatory note, children who are academically normal but who expect to go into some secondary trade, or for those who profit most where academic education is accompanied by a substantial amount of hand training.

⁵ Special course in junior and senior high school.

SPECIAL SCHOOLS AND CLASSES

TABLE 7.—*Industrial schools and classes—Continued*

Location	Special schools			Special classes			Total			Individuals connected with special schools and classes						Total number of individuals					
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of teachers	Teachers		Other persons		Full-time	Part-time	Full-time	Part-time					
									1	2	3	4	5	6	7	8	9	10	11	12	13
Minneapolis, Minn.	1	18	424	37	497	55	921	2	21	2	1	2	25								
Meridian, Miss.	1	5	108			5	106	1	1	1			2								2
Springfield, Mo.	1	4	70			4	70	1	4	4			5								5
Grand Island, Nebr. ^a				10	65	10	65		7	7			7								7
Do. ^b				3	21	3	21		1	1			1								1
Bayonne, N. J.				3	77	3	77		3	3			3								3
Elizabeth, N. J.				2	50	2	56		2	2			6								6
Jersey City, N. J.				23	365	23	365		23	23			25								
Passaic, N. J.				5	85	5	85		3	3			2								2
Perth Amboy, N. J.				2	64	2	64		2	2			8								8
Albuquerque, N. Mex.				4	120	4	120		4	4			4								4
Dunkirk, N. Y.				2	64	2	64		3	3			4								4
Mount Vernon, N. Y.	1	11	202			11	202	14	14	5		3	3							3	23
Cleveland, Ohio	1	5	89			5	89	5	5	5			5								5
Dayton, Ohio	4	14	228			14	228	4	4	3		3	3								7
Shawnee, Okla.				7	200	7	200		7	7			7								7
Portland, Oreg.				2	80	2	80		5	5			5								5
Allentown, Pa.				10	241	10	241		10	10			11								11
Du Bois, Pa.				6	87	6	87		1	1			1								1
McKees Rocks, Pa.	1	15	240			15	240	15	15	15			15								15
North Braddock, Pa.	1	5	58			5	58	5	5	5			5								5
Aberdeen, S. Dak.													10								11
Johnson City, Tenn.	1	7	90	1	35	5	125	8	8				8								8
Seattle, Wash.				7	162	7	162		7	7			7								7
Spokane, Wash. ^c	3	23	543			23	543	22	22				25								25
Wheeling, W. Va.				10	1,621	10	1,624		10	10			10								10
Beloit, Wis.	1	3	195	2	30	5	225	6	6	1		1	6								6
Grand total	20	136	2,650	643	13,255	779	15,911	224	272	3	37		543								

^a Shop course at Union Pacific Night School.^b Course in welding (night school), 10-lesson courses in welding for men.^c This is nonindustrial.

^d These are really opportunity schools for average pupils who are misfits in regular academic schools. These schools stress manual arts, home economics, and commercial work.

Hartford, Conn., will have a trade school in one year. At the present time 29 pupils have transportation paid to other cities for trade schools.

Schools and Classes for Overage Children

As defined in this study a class for children who are overage "includes children markedly overage who are not subnormal and for whom there seems to be some hope that they can make up some of their back work." Despite the definition as here given, several cities report "Classes for overaged children" even when these classes include children who are subnormal or who belong to the non-English-speaking classes. An attempt was made to provide against overlapping, which was sure to occur, by asking for a report on schools and classes for the "subnormal and overage," for the "overage and ungraded," and for any other possible combination. In spite of this, overlapping occurs, as the footnotes in Table 7 show. This un-

doubtedly is due to the fact that although the classes are composed, for the most part, of children who are overage, yet occasionally children of other types are admitted, due to the lack of other facilities for caring for them. Probably most classes for overage children contain a few children who are subnormal or who are deviates physically or socially. Cities reporting schools for overage children are as follows:

TABLE 8.—*Schools and classes for overage children*

Location	Special schools			Special classes			Total			Individuals connected with special schools and classes					
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of pupils	Teachers	Full-time	Part-time	Other persons	Full-time	Part-time	Total number of individuals
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Glendale, Calif. ¹			0	180	9	180	9								9
Los Angeles, Calif. ¹			76	1,871	76	1,871	76			1	2				79
Santa Monica, Calif.			1	24	1	24	1								23
Greeley, Colo. ¹	1	2	32		2	32	2								2
Meriden, Conn.			4	74	4	74	4								4
Atlanta, Ga. ¹			1	23	1	23	1								1
Chicago, Ill.	5	57	2,103		57	2,163	57								57
Decatur, Ill.			1	26	1	26	1								1
East Chicago, Ind.			1	40	1	40	1								1
Des Moines, Iowa ¹	3	11	275		11	275	11	1							13
Paducah, Ky. ¹			3	76	3	76	3	2							8
Holyoke, Mass.			5	175	5	175	5								5
Marlboro, Mass.			2	38	2	33	2								2
Peabody, Mass.			1	10	1	10	1								1
Detroit, Mich.			16	302	16	392	16								16
Jackson, Mich.			4	120	4	120	4								4
Muskegon, Mich.			1	15	1	15	1								1
Helena, Mont. ¹			3	50	3	50	3								3
Camden, N. J.			3	70	3	70	3								3
Kearney, N. J.			2	46	2	46	2								2
New Brunswick, N. J.			3	65	3	65	3								3
Mount Vernon, N. Y.			1	24	1	24	1								1
New York, N. Y.			97	2,594	97	2,594	97								97
Cleveland, Ohio ¹	15	99	2,102	5	128	104	2,230	104							104
Lakewood, Ohio.			6	103	6	103	6	2							9
Steubenville, Ohio.			1	27	1	27	1								4
McKeesport, Pa.			3	38	3	38	3								3
Woodlawn, Pa.			2	45	2	45	2								2
Rutland, Vt.			1	25	1	25	1								1
Newport News, Va.			1	20	1	20	1								1
Norfolk, Va.	1	13	386		13	386	14				1				15
Madison, Wis.				1	20	1	20	1							5
Marinette, Wis.			2	40	2	40	1								1
Grand total.	25	182	4,958	256	6,354	438	11,312	436	17	2	26				481

¹ Classes are called opportunity. These are for those children who are subnormal, overage, ungraded, non-English-speaking, and for those suffering from physical defects. Much individual work is done. In general, the enrollment is restricted to 20. Teachers endeavor to adapt the work to the individual needs of each of the types named.

² Classes are called adjustment. Adjustment is defined as normal but behind in 1 or more subjects.

³ 1 of these is a nurses' school taught by the domestic science teacher, 1 hour each day. Ten nurses are enrolled. The other is for boys; 22 boys are enrolled, this is an agricultural course. Twenty meetings are held in 8 weeks.

⁴ This class is called observation. The children in this class are overage and are apparently subnormal. Some are treated as overage and some are treated as subnormal after the teachers have had a chance to study them.

⁵ Includes ungraded and non-English-speaking.

⁶ Some subnormal and some ungraded are included in these figures.

⁷ Consists of 76 children 14 years of age or over who were taken from 8 elementary schools and placed in 2 junior high schools as a section of the 7B grade. They took minimum essentials, shop, physical education, music, etc.

⁸ This is called an opportunity department. The pupils are backward, slow and overage, and feeble-minded. We move them into their regular grades as soon as they seem able to carry the work.

Cities reporting too late for inclusion in foregoing table were: Tampa, Fla.; Bloomington, Ind.; Laurel, Miss.; Atlantic City, N. J.; New Rochelle, N. Y.; Gastonia, N. C.; Enid, Okla.; Central Falls, R. I.; and Ranger, Tex.

Schools and Classes for Non-English-Speaking Children

A class or school for non-English-speaking children is not defined directly in this study. Indirectly one limitation is set; such a class or school is limited to those classes or schools for non-English-speaking children which are conducted as a part of the regular day school. Night classes in Americanization and day home classes for foreign parents are supposed to be omitted. Cities reporting such schools and classes are as follows:

TABLE 9.—*Schools and classes for non-English-speaking children*

Location	Number of schools	Special schools		Special classes		Total	Number of pupils	Teachers	Individuals connected with special schools and classes				Total number of individuals
		Number of classes	Number of pupils	Number of classes	Number of pupils				Full-time	Part-time	Full-time	Part-time	
1	2	3	4	5	6	7	8	9	10	11	12	13	
Phoenix, Ariz.				2	147	2	147	1					3
Tucson, Ariz.	4	42	1,864	10	420	52	2,284	60	3	3	3		66
Fresno, Calif.				3	90	3	90	3					3
Long Beach, Calif.				1	21	1	21	1					1
Los Angeles, Calif.				27	693	27	693	27			2		29
Oakland, Calif.				3	86	3	86	3					3
Pasadena, Calif.		151					151	1	1				2
Pomona, Calif.	1	7	227			7	227	7					7
Sacramento, Calif.	1	7	238			7	238	7	1				8
San Bernardino, Calif. Do. ¹	2	30	1,549	3	70	33	1,619	30	3	5	2		40
San Diego, Calif.				8	155	8	155						1
Santa Monica, Calif.				1	25	1	25	1					1
Denver, Colo.				3	83	3	83	3	3				5
Greeley, Colo.				5	96	5	96	5					5
Pueblo, Colo. ²	1	2	29			2	29	2					3
Bridgeport, Conn.				1	31	1	31	1					1
Derby, Conn.		40	1,008	40	1,008			35	1	1			37
East Hartford, Conn.	1	3	65			3	65		3		1		4
Greenwich, Conn.				2	35	2	35	2					2
Hartford, Conn.				6	125	6	125	10					11
New Britain, Conn.				1	10	1	10	1					1
New Haven, Conn.				3	90	3	90	3					3
Norwalk, Conn.				6	114	6	114	6					6
Wilmington, Del.	1	5	223			5	223		5		1		6
Washington, D. C.				1	20	1	20	1					1
Boise, Idaho	1	10	407			10	407	6	3				9
Freeport, Ill.		2	50			2	50	2					2
Peoria, Ill.				1	20	1	20	1					1
East Chicago, Ind.	1	3	64			3	64	3					3
Burlington, Iowa		4	40			4	40		4				4
Des Moines, Iowa				2			2	2					2
Marshalltown, Iowa	1	3	27			3	27		3				3
Waterloo, Iowa	1	2	76			2	76		2				2
Salina, Kans.				1	21	1	21	1					1
Topeka, Kans.				1	12	1	12	1					1

¹ Parental education (adults).

² The Riverside Mexican room is a foreign school. These are mostly Mexicans.

³ Conducted in night school.

⁴ Includes administrative principal.

⁵ Americanization school for adults.

⁶ 3½ hours each evening for 3 months.

⁷ This includes only adults and does not refer to children in the public schools. The roll varies.

⁸ Night classes.

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SPECIAL SCHOOLS AND CLASSES

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TABLE 9.—*Schools and classes for non-English-speaking children—Continued*

Location	Special schools			Special classes		Total		Individuals connected with special schools and classes					
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes	Number of pupils	Teachers		Other persons		Total number of individuals	
								Full-time	Part-time	Full-time	Part-time		
	1	2	3	4	5	6	7	8	9	10	11	12	13
Lewiston, Me.	2	4	104			4	104	4					
Portland, Me.	1	3	69	16	174	19	243	3		1	1	4	
Baltimore, Md. ¹				4	59	4	59	4				5	
Boston, Mass. ¹⁰	1	42	1,129	103	3,741	145	4,870	145				4	
Brockton, Mass.				1	7	1	7	1				145	
Chelsea, Mass.				3	86	3	86	3				1	
Everett, Mass.				2	30	2	30	2				3	
Holyoke, Mass.				1	5	1	5	1				3	
Leominster, Mass.				1	9	1	9	1				1	
Lynn, Mass.	1	6	93			6	93	6	1			1	
Malden, Mass.	3	16	541			16	641	2	19			7	
Marlboro, Mass. ¹¹				1	12	1	12	1				21	
New Bedford, Mass.				5	110	5	110	5				1	
Peabody, Mass.				1	14	1	14	1				11	
Taunton, Mass.				1	18	1	18	1				1	
Worcester, Mass.									1	1		1	
Do. ¹²									2			3	
Calumet, Mich.	1	4	62			4	62	1				1	
Highland Park, Mich.	1	2	72			2	72	2				4	
Marquette, Mich.	1	3	62			3	62					2	
Port Huron, Mich.	1	5	100	1	12	6	112					3	
Saginaw, Mich.				1	22	1	22	1				7	
Minneapolis, Minn.				1	33	1	33	1				2	
Do.	13	69	1,991	212	650	281	2,641	5	63	17		85	
St. Paul, Minn.				94	1,427	94	1,427	6	227	2		35	
Billings, Mont. ¹³				1	38	1	38	1				1	
Keene, N. H. ¹⁴	1	3	34			3	34	3				3	
Nashua, N. H.				1	28	1	28	1				1	
Long Beach, N. J.				2	54	2	54	2				2	
Union City, N. J.				1	38	1	38	1				1	
New York, N. Y.				30	835	30	835	30				80	
Schenectady, N. Y.				1	14	1	14	1				1	
Tonawanda, N. Y.	1	2	50			2	50					2	
Steubenville, Ohio.	1	2	69			2	69					3	
Youngstown, Ohio.				1	22	1	22	1				2	
Astoria, Oreg.	2	8	130			8	130	8				2	
Allentown, Pa.				6	316	6	316	7				8	
Coatsville, Pa. ¹⁵				1	15	1	15	1				7	
McKees Rocks, Pa.	1	2	150			2	150	2				1	
Philadelphia, Pa.				10	197	10	197	10				2	
Pittsburgh, Pa.				1	327	1	327	4				10	
Woodlawn, Pa.												4	
Cranston, R. I.	1	9	97			9	97	1				1	
Woonsocket, R. I.				11	60	11	60	1				1	
Aberdeen, S. Dak.				2	33	2	33	2				2	
Sioux Falls, S. Dak.	1	4	124			4	124					4	
Amarillo, Tex.	1	4	160			1	3	1				1	
Austin, Tex.	2	7	417	1	39	8	456	8		1	2	7	
Richmond, Va.				3	81	3	81					9	
Seattle, Wash.				3	79	3	79	3				3	
Tacoma, Wash. ¹⁶				1	25	1	25	1				1	
Charleston, W. Va.				3	38	3	38	3				3	
Kenosha, Wis.				1	10	1	10					1	
Milwaukee, Wis.				4	100	4	100	4				5	
Vest Allis, Wis.				1	22	1	22	1				1	
Grand total.	53	315	10,466	666	12,251	981	22,717	490	200	17	64	771	

¹ At school 208 is 1 class of American-born children of foreign parents; these children are retarded because of hearing little or no English at home. 25 are enrolled.

¹⁰ Includes illiterate minors.

¹¹ Evening school.

¹² Teachers of cooking, sewing, and manual training; roll was not reported; these teachers were reported teaching non-English-speaking children.

¹³ Reported as a day school for immigrant adults.

¹⁴ 13 are Mexican children.

¹⁵ These are evening classes, meeting twice a week for 2 hours.

¹⁶ Evening school.

¹⁷ These 3 teachers are regular teachers in the day schools, but are employed to teach Americanization classes several hours in the afternoon.

¹⁸ These children are mostly Japanese.

Cities reporting too late for inclusion in the foregoing table were Richmond and Vallejo, Calif.; Bristol and Waterbury, Conn.; Tampa, Fla.; Sanford, Me.; Pittsfield and Salem, Mass.; Austin, Minn.; Laurel, Miss.; Laconia, N. H.; Irvington, N. J.; Amsterdam, Beacon, and Binghamton, N. Y.; West Chester and Central Falls, Pa.; Laredo and Ranger, Tex.

Fairfield, Conn., reported non-English-speaking classes for adults only. Biddeford, Me., included the classes for non-English-speaking children with the subnormal and overage classes. Fitchburg, Mass., reported evening school classes in Americanization which meet three nights a week. St. Louis, Mo., reported no classes, except for adults in connection with night schools, and one day teacher at a vocational school. In East Orange, N. J., applicants are sent to such classes in near-by cities—Newark, Orange, and Bloomfield.

Schools and Classes for Gifted Children

The instructions which accompanied the inquiry sheet used in this survey defined a class for gifted children as one which included "children of exceptional ability." More specifically they stated that such a class should admit "children with intelligence quotients of 120 or above." They further stated that such a class did not "refer to the superior classes in a 3-track system which are arbitrarily made up of the 20 per cent or more from the upper end of the entire distribution." In order to report the organization of classes for gifted children, therefore, the school system must select children with an I. Q. of 120 or more and group them for instructional purposes. Cities reporting such schools and classes are as follows:

TABLE 10.—Schools and classes for gifted children

Location	Special schools			Special classes		Total		Individuals connected with special schools and classes				
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes	Number of pupils	Teachers		Other persons		Total number of individuals
								Full-time	Part-time	Full-time	Part-time	
1	2	3	4	5	6	7	8	9	10	11	12	13
Alhambra, Calif.				1	30	1	30	1				1
Los Angeles, Calif.				15	450	15	450	15				16
Pasadena, Calif.				8	225	8	225	8				43
San Bernardino, Calif.				6	180	6	180	6				7
Hartford, Conn.	1	2	42			2	42	2				2
Washington, D. C.				2	21	2	21	2				2
Belleville, Ill.				2	42	2	42	2				2
Marion, Ind.				1	18	1	18	1				1
Paducah, Ky.				1	35	1	35					0
Frederick, Md.				2	70	2	70	2				2
Beverly, Mass. ¹				6	177	6	177	6				0

¹ This class consists of 35 pupils in the 7B grade who are superior, have I. Q.'s of 115+, and cover 3 semesters' work in 2.

² Pupils in accelerated classes will accomplish 5 years of school work in 4 years.

TABLE 10.—*Schools and classes for gifted children—Continued*

Location	Special schools			Special classes		Total		Individuals connected with special schools and classes				
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes	Number of pupils	Teachers	Other persons	Full-time	Part-time	Total number of individuals
1	2	3	4	5	6	7	8	9	10	11	12	13
Worcester, Mass.				11	440	11	440	18	18			
Jackson, Mich.				4	144	4	144	4	4			24
St. Paul, Minn.				4	135	4	135	4	4			6
Berlin, N. H.				2	58	2	58	2	2			4
Bayonne, N. J.				4	120	4	120	4	4			2
Camden, N. J.				10	265	10	265	10	4			4
Dubuque, N. C.				2	60	2	60	2	2			10
Cleveland, Ohio	4	13	367	6	151	19	518	22	2			2
Dayton, Ohio				2	55	2	55	2	2			22
Steubenville, Ohio				1	32	1	32	4	4			4
Oklahoma, Okla.				3	106	3	106	3	3			3
Oklmulgee, Okla.	1	2	72	3	89	5	161	5	5			7
Allentown, Pa.				2	68	2	68	2	2			2
Hazleton, Pa.				2	47	2	47	2	2			2
Scranton, Pa.				1	9	1	9	1	1			1
Corsicana, Tex.				3	105	3	105	3	3			3
Bellingham, Wash.	1	6	150			6	150	6	6			6
Tacoma, Wash.				3	60	3	60	3	3			3
Marinette, Wis.				5	60	5	60	5	5			5
Grand total	7	23	631	112	3,252	135	3,883	138	36	15	13	202

* Teachers of cooking, sewing, and manual training.

Open-Air Schools and Classes

There are many children attending the public schools who are underfed, who are predisposed to tuberculosis, or who are in a general way subnormal physically. It is for these children that the open-air school is organized. Such children are not sick so much as they are potentially ill. The open-air schools are so organized, therefore, as to enable these children to continue their school work without danger to their health and at the same time enable them to improve in general physical ability. In the following table no attempt has been made to separate specially constructed open-air schools and open-air classes in ordinary schools.

SPECIAL SCHOOLS AND CLASSES

TABLE 11.—*Open-air schools and classes*

Location	Special schools			Special classes			Total	Individuals connected with special schools and classes						
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes		Teachers	Other per-	Full-time	Part-time	Full-time	Part-time	
								10	11				13	
1	2	3	4	5	6	7	8	9	10	11	12	13		
Arizona:														
Phoenix														
California:														
Berkeley														
Fresno ¹	1	3	18		2	42	2	42	2				1	
Long Beach	1	1	18				3	18	3			1	2	
Los Angeles							1	18				3	4	
Pasadena	1	2	40	4	102	6	100	5	100	5		2	7	
San Francisco	1	1	22	3	77	4	99	4	142	6	1	3	10	
San Diego ²	1	1	40				1	40	1			5	9	
Santa Barbara							1	20	1				1	
Colorado:														
Colorado Springs														
Denver	1	2	65		1	15	1	15	1				1	
Connecticut:														
Hartford	1	8	210				8	210	9	3	5	2	19	
Manchester					1	20	1	20		3		1	5	
Meriden	1	2	43				2	43	2		1		3	
New Britain					3	75	3	75	3				5	
New Haven					6	137	6	137	6		2		6	
New London ³					1	22	1	22	1				1	
District of Columbia:														
Washington														
Do.	2	5	108				2	47	2	47	2		2	
Georgia:								5	108	6		6	12	
Atlanta	1	2	37				2	37	2				2	
Macon	2	6	64				6	64	2		1		3	
Illinois:														
Aurora							2	35	2				2	
Chicago	1	15	426	62	1,960	77	2,386	77					77	
Danville				1	20	1	20	1				1	2	
Decatur				1	29	1	29	1			2		3	
Freeport				1	20	1	20	1			1		1	
Galesburg				1	14	1	14	1			1		1	
Jacksonville	1	2	37				2	37	2				1	
Joliet				2	45	2	45	2				2	2	
Peoria	4	8	117				8	117	8			2	4	
Rockford				1	15	1	15	1					8	
Springfield				1	32	1	32	2					1	
Indiana:														
Fort Wayne					5	104	5	104	5				5	
South Bend				3	127	3	127	6					7	
Terre Haute				1	25	1	25	1					1	
Iowa:														
Des Moines ⁴	1	3	46				3	46	3			2	5	
Dubuque				1	26	1	26	1			1		2	
Kansas:														
Arkansas City				1	15	1	15	1				2	5	
Wichita				1	21	1	21	1					1	
Kentucky:														
Louisville				4	122	4	122	4					4	
Maine:														
Bangor				1										
Portland														
Maryland:														
Baltimore					2	49	2	49	2		1		3	
Massachusetts:					19	393	19	393	19		10		29	
Attleboro				1	20	1	20	1					1	
Boston				18	540	18	540	18		10		10	28	

¹ Nutritional classes.² Class at tuberculosis preventorium.³ Health cases; it includes open-air epileptics and others physically handicapped. The majority are also mentally retarded.⁴ Tubercular.⁵ This school is at the city sanitarium for tubercular patients; nurses and hospital officials are not listed in columns 11 and 12.⁶ Some pupils who have cardiac trouble are cared for in this group.⁷ Attendants.

TABLE 11.—*Open-air schools and classes—Continued*

Location	Special schools			Special classes		Total		Individuals connected with special schools and classes				
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes	Number of pupils	Teachers		Other persons		Total number of individuals
								Full-time	Part-time	Full-time	Part-time	
1	2	3	4	5	6	7	8	9	10	11	12	13
Massachusetts—Con.												
Boston				5	300	5	300	(1)				1
Chelsea				2	45	2	45	2				4
Durham				1	20	1	20	1				2
Fall River ¹⁰	1	2	23			2	23	2				2
Holyoke				1	21	1	21	1				1
New Bedford				2	34	2	34	2				1
Do. ¹¹				1	26	1	26	1				5
Plymouth				1	12	1	12	1				3
Worcester ¹²				8	179	8	179	8	115			9
Michigan:												13
Ann Arbor				1	15	1	15	1				1
Battle Creek	1	3	66	2	37	5	103	5				6
Detroit	1	4	137	38	1,117	42	1,254	42				50
Escanaba				1	12	1	12	1				2
Flint				11	330	11	330	11				22
Grand Rapids				9	268	9	268	9				22
Hamtramck	2	2	80			2	80	2				12
Highland Park				3	58	3	58	4				3
Jackson				2	48	2	48	2				4
Kalamazoo				1	28	1	28	1				2
Lansing	2	4	91			4	91	4	2	1	1	8
Muskegon				3	45	3	45	3				6
Saginaw				1	11	1	11	1	1			4
Minnesota:												3
Duluth				5	92	5	92	5				5
Minneapolis	2	11	265	11	15	12	280	12	3	7	3	25
St. Paul				1	3	1	3	1				1
Virginia				1	15	1	15	1				3
Missouri:												1
St. Joseph				2	56	2	56	2				3
St. Louis	4	14	341			-14	341	14		3	1	2
Nebraska:												18
Lincoln				3	62	3	62	3				6
Do. ¹³				10	5	5	84	1				4
New Jersey:												4
Bayonne				2	36	2	36	2				2
Hackensack				2	44	2	44	2				2
Jersey City				5	93	5	93	5				5
Newark	1	2	40			2	40	2				4
Do. ¹⁴	11	275	11,198	11	34	1,360	309	12,558	10	1	11	22
Orange				1	30	1	30	1				5
Paterson				7	114	7	114	7				21
Trenton				2	39	2	39	2	2			4
New York:												4
Albany				4	85	4	85	4				4
Buffalo				5	111	5	111	5	4			1
Dunkirk				1	18	1	18	1				1
Elmira				1	26	1	26	1				1
Fulton				2	40	2	40	2				1
Geneva				1	12	1	12	1				2

¹⁰ Rest and nutrition classes. These classes are supervised by medical supervisor of nutrition classes.

¹¹ Children come from various grades for rest on cots and for luncheon at stated intervals. This is a new departure in caring for underweight and malnourished children. They receive about 2½ hours' rest per day with only about 20 minutes' educational loss. The children remain at school for noonday luncheon. There are no special teachers.

¹² Tubercular.

¹³ Tuberculosis hospital.

¹⁴ Controlled fresh air.

¹⁵ Teachers of cooking, sewing, and manual training.

¹⁶ Part-time cook.

¹⁷ Driver of bus.

¹⁸ Reported separately on blank as subnormal and open air.

¹⁹ Nurses.

²⁰ Nutrition classes.

²¹ Children attend nutrition class one-quarter day per week.

²² Physicians.

²³ Nutrition.

²⁴ Whole school is on an intensive program of nutrition work for health improvement.

²⁵ Work with especially undernourished pupils and after-school class work with parents as well as pupils. Enrollment given is pupils only.

SPECIAL SCHOOLS AND CLASSES

TABLE 11.—*Open-air schools and classes*—Continued

Location	Special schools				Special classes		Total	Individuals connected with special schools and classes							
	Number of schools	Number of classes		Number of pupils	Number of classes	Number of pupils		Teachers		Other persons		Full-time	Part-time	Total number of individuals	
		2	3					8	9	10	11	12			
1	2	3	4	5	6	7	8	9	10	11	12	13			
New York—Continued.															
Ithaca				1	35	1	35	2						2	
New York				191	4,424	191	4,424	191		(11)				191	
Niagara Falls				1	25	1	25	1		1				2	
Olean				1	17	1	17	1						1	
Schenectady	1	1	21	4	70	5	91	5		4	2		11		
Utica				4	76	4	76	1		2			3		
North Carolina:															
Charlotte				1	19	1	19	1					1		
Ohio:															
Akron				12	360	12	360	12		6			18		
Cincinnati				5	146	5	146			5			5		
Do. ²²	1	2	38			2	38	2					2		
Cleveland ²³	5	20	541	3	78	23	619	23					23		
Columbus	1	4	74			4	74	5		1			6		
Oklahoma:															
Tulsa	1	17	82			17	82	3		1			4		
Oregon:													2		
Portland	1	2	48			2	48	2							
Pennsylvania:															
Allentown	1	2	42			2	42	2					2		
Erie				1	16	1	16	1	1	1	1		3		
Harrisburg	1	13	95			13	95	4		3			7		
Hazleton				1	7	1	7	1		1			2		
Homestead				1	21	1	21						1		
Philadelphia			20	390		20	399	20		13			33		
Pittsburgh	4	9	150			9	150	4		5			9		
Reading				4	114	4	114	5		1	25		31		
Wilkinsburg				1	20	1	20	1					1		
Williamsport				1	24	1	24	1		1			2		
Rhode Island:															
Pawtucket				2	41	2	41	2	1				3		
Providence				11	220	11	220	11					11		
Tennessee:															
Memphis	1	4	130	2	35	6	165	7		3	1		11		
Texas:															
Houston				1	30	1	30	1					1		
Virginia:															
Norfolk				4	81	4	81	4		1			5		
Richmond				20	418	20	418	20					20		
Washington:															
Tacoma				1	20	1	20	1		2			3		
West Virginia:															
Huntington				1	26	1	26	2					2		
Wheeling				2	40	2	40	2					2		
Wisconsin.															
Green Bay			2	28		2	28	2					4		
Kenosha	1	2	50			2	50	2		1	1		4		
La Crosse				1	18	1	18	1					2		
Madison				1	20	1	20	1					2		
Marinette				1	16	1	16	1					1		
Milwaukee	1	3	71	5	124	8	195	8		6	13		27		
Oshkosh				3	66	3	66	3					3		
Racine	1	2	31			2	31	2		1			3		
Sheboygan				1	17	1	17	1					1		
Grand total	66	459	14,905	646	16,281	1,105	31,186	769	33	106	165	1,073			

²⁴ There are 4 persons supervising the classes for the deaf, cardiac, crippled, open-air, and tubercular children. They could not be counted in any 1 group, hence are not included in the above tabulation.

²⁵ Branch hospital. The children taught here are tubercular.

²⁶ These figures were compiled from extensive table received from the Board of Education of Cleveland.

²⁷ Includes 1 principal.

²⁸ Matrons.

²⁹ Doctors, nurses, and a welfare officer.

Cities reporting too late for inclusion above: Bristol, Conn.; Champaign, Ill.; Evansville, Ind.; Amsterdam, Binghamton, and New Rochelle, N. Y.; Chattanooga, Tenn.; and Ranger, Tex.

Schools and Classes for Children with Speech Defects

The present study defined a class for children with speech defects as one which admitted "children who have difficulty in talking, such as stuttering or lisping." The definition further suggested that "the group may meet at regular intervals—for example, two times per week and be in regular class work at other periods." The definition was stated in somewhat general terms in order that any city which was making some special provision for any type of speech difficulty could report the work it was doing. See Table 12 for those cities which report schools and classes of this type.

TABLE 12.—*Schools and classes for children with speech defects*

Location	Special schools			Special classes		Total		Individuals connected with special schools and classes				
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes	Number of pupils	Teachers	Other persons	Full-time	Part-time	Total number of individuals
1	2	3	4	5	6	7	8	9	10	11	12	13
Alhambra, Calif.				1	37	1	37					
Fresno, Calif.				2	20	2	20	2				1
Long Beach, Calif.				44	205	44	205	1				2
Los Angeles, Calif.				81	1,739	81	1,739	14				1
Pasadena, Calif.			200				200	2				14
San Bernardino, Calif.				1	28	1	28		1			2
San Francisco, Calif.	1	1	16	182	3,280	183	3,290	6	53			1
Denver, Colo.												59
Wilmington, Del.	1	5	95			5	95		1			
Washington, D. C.				(1)	2,653	(1)	2,653	10				1
Chicago, Ill.				13	1,126	13	1,126	13				10
Des Moines, Iowa				1	23	1	23	1				13
Topeka, Kans.												1
Wichita, Kans.				1	13	1	13					
New Orleans, La.				35	350	35	350	4	1	35	1	1
Baltimore, Md.				16	625	16	625	4				41
Boston, Mass.				21	1,671	21	1,671	16				4
Fall River, Mass.				(1)	170	(1)	170	1				17
Detroit, Mich.				378	4,650	378	4,650	33				1
Flint, Mich.				10	375	10	375	1				34
Grand Rapids, Mich.				203	664	203	664	4	6	1	3	1
Highland Park, Mich.				1	197	1	197		1			14
Ironwood, Mich.				24	300	24	300					1
Kalamazoo, Mich.				9	34	9	34					1
Duluth, Minn.				10	150	10	150					1
Mankato, Minn.				11	10	118	10	118	1			1
Minneapolis, Minn.	21	121	1,900			121	1,900	10	1			11
St. Paul, Minn.				18	435	18	435	5				5
Virginia, Minn.				7	47	7	47		1			1
St. Louis, Mo.				4	713	4	713	4				4
Omaha, Nebr.				52	2,233	52	2,233	8				8
Bayonne, N. J.				50	510	50	510	1				1
Jersey City, N. J.				9	192	9	192	1				1

¹ Part-time teacher.

¹ 5 of these attend the Opportunity School.

¹ We do not have a special room for speech defect; 2½ teachers go to several schools, giving about one-half day per week to each school.

¹ These children are in grade classes in the elementary schools.

¹ Itinerant teachers.

¹ Children with bad speech defects are taught in classes for the deaf.

¹ Pupils do not attend these classes more than 2 hours per day.

¹ Meet in various buildings which are centrally located with special teachers.

¹ Congregated in 99 centers throughout the city.

¹ Pupils meet once a week for 30 minutes, in 30 classes; twice a week for 20 minutes in 20 classes. Classes vary in size from 1 to 5.

¹ Meet for half-hour periods each day.

¹ Speech correction; teachers work in 52 schools. Much of the work is individual, although small groups are taken at times.

TABLE 12—*Schools and classes for children with speech defects—Continued*

Location	Special schools			Special classes		Total		Individuals connected with special schools and classes				Total number of individuals		
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes	Number of pupils	Teachers	Other persons	Full-time	Part-time	Full-time	Part-time	
1	2	3	4	5	6	7	8	9	10	11	12	13	13	
Newark, N. J. ¹³				13	598	13	598	4						
Paterson, N. J.		2		265	2	265	2							
Buffalo, N. Y.				1,797		1,797	7							110
Jamestown, N. Y.				284		284	14							7
New York, N. Y. ¹⁴		177	11,225	177	11,225		27							1
Cleveland, Ohio				211	2,113	211	2,113	5	31	1				28
Oklahoma City, Okla. ¹⁵				285	285									37
Erie, Pa.		20	238	20	238			4						
Johnstown, Pa.				100		100	1							4
Philadelphia, Pa.		79	3,510	79	3,510		39							1
Pittsburgh, Pa.				1,038		1,038	17	4						39
Reading, Pa.		145	1,832	145	1,832		5							4
York, Pa. ¹⁶								2						5
Providence, R. I.		29	490	29	490									2
Houston, Tex.		1	12	1	12			3						3
Seattle, Wash. ¹⁷		3	146	3	146			3						1
Spokane, Wash.		11	58	11	58		1							3
Appleton, Wis. ¹⁸		46	220	46	220		1							1
Beloit, Wis.							1							1
Eau Claire, Wis.		205				205								1
Fond du Lac, Wis.				1	7	1	7							1
Green Bay, Wis. ¹⁹		91	354	91	354		2							1
Kenosha, Wis. ²⁰	8	409				409	2							2
La Crosse, Wis.				6	121	6	121	1						2
Madison, Wis.				35	365	35	365	3						1
Manitowoc, Wis.					273		273	1						4
Marinette, Wis.					135		135	1						1
Milwaukee, Wis.		23	600	23	600									1
Racine, Wis.		2	351	2	351									4
Sheboygan, Wis.	1	40	283			40	283	2						2
Waukesha, Wis.				25	125	25	125	1						2
West Allis, Wis.				1	6	1	6	1						1
Grand total	32	167	3,108	2,144	49,004	2,311	52,112	273	211	45	18	547		

¹³ There are 13 centers, the work is largely individual.¹⁴ 1 full-time teacher goes from building to building; each class meets about twice per month. The number 284 is for December, January, and February.¹⁵ There are no specific classes; there are 177 schools in which such cases are treated.¹⁶ All kindergarten pupils having speech defects are given instruction. During the present year approximately 285 pupils were given instruction.¹⁷ There are 4 itinerant teachers who meet defective speech pupils in each building.¹⁸ 1 supervisor and 1 trained speech worker take care of all cases in the school system, roll was not reported.¹⁹ Children who are enrolled in these classes attend regular school in their respective districts. Speech-defect instruction is given in designated schools; each pupil attends the class once or twice a week.²⁰ Classes meet once per week; 10 classes meet each day, 6 classes in the morning. Friday afternoon only is used for home calls and reports.²¹ The numbers 91 and 354 do not present the total number handled during the year. They are merely an average; 600 would probably be the total number for the year. I have given the actual number enrolled at present; visiting teachers go to various buildings.²² Teachers go from school to school.²³ Teacher goes from building to building.

Cities reporting too late for inclusion above—Alameda, Richmond, and Vallejo, Calif.; Melrose, Mass.; Winona, Minn.; Laurel, Miss.; Binghamton, New Rochelle, and Carrick, N. Y.; Ranger, Tex.; and Janesville, Wis.

Schools and Classes for Crippled Children

There is no general agreement as to what is meant by the term "crippled children," though ordinarily it applies to those seriously disabled in limb. No vertical limitations were set upon the term "crippled children" as used in this investigation. It seemed inadvisable to do this, inasmuch as no uniformity exists at present and since the objective of this study was to secure as complete a report as possible of all children who were enrolled in special classes. Any such limitation, if strictly adhered to in reporting, might have necessitated omitting many children who were actually enrolled in special classes. The objective in this general survey was to discover how widely cities have organized various types of classes and how far each city has carried the development of these types as measured by enrollments.

Indirectly and directly, certain horizontal limitations were placed upon the definition. Directly, for example, the definition on the sheet of directions stated that cardiacs should be included among the crippled children. Indirectly, a limitation was placed upon the definition of the crippled child by requesting on the survey blanks a report on special classes for children with speech defects, for children who are epileptic, who are blind, who are deaf, and for children who need care in the open air. Table 13 lists those cities which report that they have schools and classes for crippled children.

TABLE 13.—*Schools and classes for crippled children*

Location	Special schools			Special classes			Total		Individuals connected with special schools and classes					
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes	Number of pupils	Teachers		Other persons				Total number of individuals
								Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Long Beach, Calif.	1	1	12			1	12	1		2	1			4
Los Angeles, Calif.				15		5								
Oakland, Calif.						12		12	1					
Pasadena, Calif.					56		66		3					1
San Bernardino, Calif.				1	13	1	13							3
San Francisco, Calif.	1	3	42			3	42	3	2					1
Bridgeport, Conn.				1	15	1	15	1						7
New Haven, Conn.				1	13	1	13	1						2
Chicago, Ill.	4	52	1,624			52	1,624	18		27				1
Peoria, Ill.				1	6	1	6	1						45
Springfield, Ill.	1	2	19			2	19	2						1
Fort Wayne, Ind.				1	13	1	13	1						2
Louisville, Ky.				4	222	4	222	4						3
New Orleans, La.				2	40	2	40		2					4
Do. ¹				1	38	1	38		1					8
Portland, Me.				1	12	1	12	1						3
Baltimore, Md.	1	7	126	7	114	14	239	14	1	4	1			20

¹ Home instruction. There is no class as such organized.² Attend opportunity school.³ Crippled children are handled by sending teachers into the home; we take care of 6 crippled children.⁴ Children's Hospital.

SPECIAL SCHOOLS AND CLASSES

TABLE 13.—*Schools and classes for crippled children—Continued*

Location	Special schools			Special classes		Total		Individuals connected with special schools and classes					
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes	Number of pupils	Teachers	Other persons		Total number of individuals		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Holyoke, Mass.				11	19	1	19	1					1
New Bedford, Mass.	1	2	25			2	25	2			1		8
Detroit, Mich.	1	15	370	13	302	28	672	33	3	2			38
Flint, Mich.				1	45	1	45	2		2	1		5
Grand Rapids, Mich.	1	3	72			3	72	4		6	3		13
Hannanck, Mich.				1	24	1	24	1					1
Do. *				1	26	1	26	1					1
Highland Park, Mich.				2	20	2	20	2		1			8
Muskegon, Mich.				1	12	1	12	1					2
Port Huron, Mich.				1	18	1	18	2			2		4
Saginaw, Mich.				2	22	2	22	2					4
Duluth, Minn.				1	21	1	21	1					4
Minneapolis, Minn.	1	7	174			7	174	9	2	21	1		33
St. Louis, Mo.	5	19	252			19	252	19		17	2		38
Bayonne, N. J.				1	22	1	22	1					1
Camden, N. J.				1	16	1	16	1		2			3
East Orange, N. J.				10	7	1	7	1					1
Jersey City, N. J.	1	10	132			10	132	10		6	17		33
Newark, N. J.	1	6	154	2	50	8	204	8	2	4	2		16
Orange, N. J.				1	24	1	24	1					1
Paterson, N. J.				2	26	2	26	2					7
Buffalo, N. Y.	1	7	139	2	28	9	176	9		6			18
Elmira, N. Y.				1	18	1	18	1					1
Ithaca, N. Y.				1	31	1	31	2					2
New York, N. Y.	1	22	460	146	3,123	168	3,583	169		2	(1)		171
Do. *				2	29	2	29	2					2
Utica, N. Y.				14	25	2	25	2					2
Akron, Ohio	1	3	66			3	66	3					3
Ashtabula, Ohio				1	13	1	13	1					1
Barberton, Ohio				1	15	1	15	1					1
Bucyrus, Ohio				1	1	1	1	1					1
Cambridge, Ohio				1	16	1	16	1					1
Campbell, Ohio				1	15	1	15	1					1
Canion, Ohio				1	21	1	21	1		1	1	4	7
Cincinnati, Ohio	1	8	175			8	175	12	1				18
Cleveland, Ohio	1	12	159			12	159	12		5			17
Columbus, Ohio	2	6	88			6	88	7		2			9
Do. *					15		15		9				9
Dayton, Ohio	1	3	38			3	38	3					5
Elyria, Ohio	1	3	28	1	10	4	38	4			1		5
Hamilton, Ohio				1	6	1	6	1					1
Lancaster, Ohio				1	10	1	10	1					1
Lima, Ohio				2	28	2	28	2					2
Mansfield, Ohio				1	16	1	16	1					1
Marion, Ohio				1	17	1	17	1		1			2
Massillon, Ohio				1	10	1	10	1					2
Piqua, Ohio				1	11	1	11	1					2
Salem, Ohio				1	5	1	5	1					1
Sandusky, Ohio				2	28	2	28	2		1	1		4
Springfield, Ohio				1	13	1	13	1					2
Warren, Ohio				1	17	1	17	1					1
Youngstown, Ohio				3	65	3	65	3			2		5
Zanesville, Ohio				1	9	1	9	1		1		1	3
Oklahoma City, Okla.	1	4	52			4	52	4					4
Tulsa, Okla.				1	16	1	16	1		1			1
Portland, Oreg.				1	39	1	39	1					1
Erie, Pa.				1	16	1	16	1	1	1			2

* Permanently disabled children unable to come to school are taught at home by home teachers.

* Heart crippled.

* Part-time cook.

* Bus drivers.

* Physiotherapist, bus driver, and an attendant.

* We provide a teacher to give such instruction in the homes.

** There are 4 persons supervising the classes for the deaf, cardiac, crippled, open-air, and tubercular children. They could not be counted in any one group; hence they are not included in the above tabulation.

** Hospital.

** These classes are for pupils who are temporarily ill. They can not go to the regular schools, hence, teachers are assigned to teach them while in the hospitals.

** Taught in homes and in "crippled children's home." 2 half-time teachers are required.

** Home work.

* TABLE 13.—*Schools and classes for crippled children—Continued*

Location	Special schools			Special classes		Total		Individuals connected with special schools and classes					
	Number of schools	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes	Number of pupils	Teachers		Other persons		Total number of individuals	
								Full-time	Part-time	Full-time	Part-time		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Johnstown, Pa.				1	32	1	32						
Philadelphia, Pa.				22	484	22	484	1					1
Pittsburgh, Pa. ¹⁶	2	8	58			8	58	22		16			38
Do. ¹⁶								2					2
Providence, R. I.				1	92		92	1					1
Memphis, Tenn.	1	2	39			1	26	26	2	2			6
El Paso, Tex.				1	15		15	2					2
Seattle, Wash.	1	3	62			3	62	3					3
Kenosha, Wis. ¹⁷							25	25	20				20
La Crosse, Wis.				1	18	1	18	1					3
Madison, Wis. ¹⁸					19		19	1		1	1		2
Milwaukee, Wis. ¹⁹					74		74				1		2
Spokane, Wash. ²⁰				9	17	9	17	1					1
Grand total	33	208	4,365	273	5,673	481	10,038	445	60	128	67		700

¹⁶ Convalescent Children's Hospital.¹⁷ Shut in.¹⁸ Plan of home visiting is used.¹⁹ All home and hospital teaching.²⁰ Shriners' Hospital.

Cities reporting too late for inclusion in foregoing table are: Elgin, Ill.; Melrose, Mass.; Atlantic City, N. J.; Irvington, N. J.; Binghamton, N. Y.; and Ranger, Tex.

Classes for the Blind

"For all practical purposes, children having less than 20/200 vision by Snellen Chart measurement are considered educationally blind" * * *. They are usually cared for in State institutions, but the following cities reported to the Office of Education that they had, in 1926-27, public-school classes for such children: New Orleans, La.; Salem, Mass.; Detroit, Mich.; Duluth, Minneapolis, and St. Paul, Minn.; Jersey City and Newark, N. J.; New York, N. Y.; Alliance, Cincinnati, Cleveland, Lima, Mansfield, and Toledo, Ohio; Johnstown, Pa.; Seattle and Tacoma, Wash.; Milwaukee and Racine, Wis.

For statistics of these classes, the reader is referred to Bulletin (1928) No. 9, "Schools and Classes for the Blind." This publication can be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 5 cents a copy.

Classes for Children with Very Defective Vision

While not blind, something like one in a thousand children have a degree of defective vision, or a visual defect of such a nature as to demand special care in school. Classes organized for such children are called "sight conservation classes," "sight-saving classes," and (especially abroad) "myope classes." The latter term is used because a considerable proportion of children referred to in these special classes have myopia, or near-sight, a condition which often progresses. It is hoped that with the use of special type, special lighting, and other features of these classes, the disease will be checked.

No rule for selection of cases has been generally adopted, but that of New York State gives some idea of the conditions looked for. It sets up a "general standard of 20/50 or less in the better eye, except for myopes whose cases must be considered individually."

The following list of cities having sight-saving classes in the public schools in 1929-30 was kindly furnished the Office of Education by the National Society for the Prevention of Blindness:

Location	Number of classes	Location	Number of classes
Long Beach, Calif.	1	Springfield, Mass.	1
Los Angeles, Calif.	9	Somerville, Mass.	1
Pasadena, Calif.	2	Worcester, Mass.	2
San Diego, Calif.	1	Detroit, Mich.	25
San Francisco, Calif.	3	Flint, Mich.	2
Farmington, Conn.	1	Grand Rapids, Mich.	8
New Britain, Conn.	1	Highland Park, Mich.	1
New Haven, Conn.	1	Jackson, Mich.	1
Atlanta, Ga.	2	Muskegon, Mich.	1
Chicago, Ill.	24	Saginaw, Mich.	1
Rock Island Ill.	1	Ypsilanti, Mich.	1
Rockford, Ill.	1	Colerafne, Minn.	1
Joliet, Ill.	1	Duluth, Minn.	3
Gary, Ind.	1	Hibbing, Minn.	1
Indianapolis, Ind.	1	Minneapolis, Minn.	9
South Bend, Ind.	1	St. Paul, Minn.	5
Des Moines, Iowa	1	Kansas, City, Mo.	1
New Orleans, La.	5	St. Louis, Mo.	5
Baltimore, Md.	2	Omaha, Nebr.	1
Boston, Mass.	13	Jersey City, N. J.	1
Brockton, Mass.	1	Newark, N. J.	3
Cambridge, Mass.	2	Paterson, N. J.	2
Chelsea, Mass.	1	Albany, N. Y.	1
Fall River, Mass.	2	Binghamton, N. Y.	2
Holyoke, Mass.	1	Buffalo, N. Y.	3
Lowell, Mass.	1	Jamestown, N. Y.	1
Lynn, Mass.	1	Mount Vernon, N. Y.	1
Medford, Mass.	1	New York, N. Y.	79
New Bedford, Mass.	2	Rochester, N. Y.	3
Newton, Mass.	1	Syracuse, N. Y.	2
Revere, Mass.	1	Akron, Ohio.	1
Salem, Mass.	1	Alliance, Ohio.	1

Location	Number of classes	Location	Number of classes
Ashtabula, Ohio	1	Oak Harbor, Ohio	1
Barberton, Ohio	1	Portsmouth, Ohio	1
Campbell, Ohio	1	Sandusky, Ohio	1
Canton, Ohio	1	Springfield, Ohio	3
Cincinnati, Ohio	6	Toledo, Ohio	5
Cleveland, Ohio	22	Warren, Ohio	1
Cleveland Heights, Ohio	1	Youngstown, Ohio	3
Columbus, Ohio	2	Philadelphia, Pa.	13
Dayton, Ohio	3	Erie, Pa.	1
Fremont, Ohio	1	Providence, R. I.	2
Hamilton, Ohio	1	Norfolk, Va.	1
Lima, Ohio	1	Richmond, Va.	3
Lorraine, Ohio	1	Roanoke, Va.	1
Mansfield, Ohio	1	Seattle, Wash.	7
Middletown, Ohio	1	Tacoma, Wash.	2
Norwalk, Ohio	1	Milwaukee, Wis.	3

Public-School Classes for the Deaf

The following cities reported to the Office of Education that they had in 1926-27 public-school classes for the deaf:

Eureka, Calif.	Ironwood, Mich.	Erie, Pa.
Long Beach, Calif.	Jackson, Mich.	Philadelphia, Pa.
Los Angeles, Calif.	Lansing, Mich.	Dallas, Tex.
Oakland, Calif.	Saginaw, Mich.	El Paso, Tex.
Sacramento, Calif.	Traverse City, Mich.	Houston, Tex.
San Diego, Calif.	Duluth, Minn.	Everett, Wash.
San Francisco, Calif.	Minneapolis, Minn.	Seattle, Wash.
Atlanta, Ga.	Rochester, Minn.	Spokane, Wash.
Chicago, Ill.	St. Paul, Minn.	Tacoma, Wash. ¹
Moline, Ill.	Kansas City, Mo.	Antigo, Wis.
Peoria, Ill.	St. Louis, Mo.	Appleton, Wis.
Rochelle, Ill.	Lincoln, Nebr.	Ashland, Wis.
Evansville, Ind.	Manchester, N. H.	Eau Claire, Wis.
Des Moines, Iowa.	Bayonne, N. J.	Fond du Lac, Wis.
Davenport, Iowa.	Jersey City, N. J.	Green Bay, Wis.
Dubuque, Iowa.	Newark, N. J.	Kenosha, Wis.
Ottumwa, Iowa.	Albany, N. Y.	Madison, Wis.
Sioux City, Iowa.	New York, N. Y.	Marinette, Wis.
Kansas City, Kans.	Schenectady, N. Y.	Milwaukee, Wis.
Wichita, Kans.	Syracuse, N. Y.	New London, Wis.
New Orleans, La.	Akron, Ohio.	Oshkosh, Wis.
Baltimore, Md.	Canton, Ohio.	Racine, Wis.
Boston, Mass.	Cincinnati, Ohio.	Rice Lake, Wis.
Lynn, Mass.	Cleveland, Ohio.	Sheboygan, Wis.
Bay City, Mich.	Dayton, Ohio.	Stevens Point, Wis.
Detroit, Mich.	Springfield, Ohio.	Superior, Wis.
Escanaba, Mich.	Toledo, Ohio.	Wausau, Wis.
Grand Rapids, Mich.	Portland, Oreg.	

¹ Data for 1921-22.